

K-12 and Higher Education Advisory Committees Joint Meeting
September 14, 2005
Staff Summary

The members of the K-12 and Higher Education Advisory Committees met in a joint session from 9:00 to 1:00.

The topic of the meeting was “transitions.” Webster’s Dictionary provided a general framework. Webster’s suggested the following definition of transition:

1. An act, process, or instance of changing from one state, form, activity or place to another.
2. Passage from one subject to another.
3. Music – a passage connecting two themes.

The focus for this meeting is on students successfully transitioning to higher education, skill training and the world of work. Small groups of committee members worked with presenters of model programs that address student transition issues. The model programs were:

Pre-apprenticeship program – Spokane School District
Navigation 101 – Franklin Pierce School District
Math readiness – Bremerton School District and Olympic College
College in the High School – Eastern Washington University and OSPI
Major-ready degrees – State Board for Community and Technical Colleges
Math Transitions Project – State Board for Community and Technical Colleges,
Council of Presidents and OSPI
Science and English Transitions Project – Higher Education Coordinating Board

Following the small group sessions, members of the advisory committees offered the following thoughts about what they had learned and heard:

Content of presentations:

- A lot of information was presented; it was like drinking from a fire hose.
- Depth of expertise and knowledge of presenters was appreciated.
- The one-pager, front and back, was a good take-away.
- Committee members appreciated the discussion of evidence and barriers associated with their model.

Process:

- Committee members would like preparation materials in advance to make best use of the time they have with presenters.
- Please have more room between tables for table discussion to facilitate ability to hear discussions.
- Committee members liked small group interaction.
- Committee members would like to have follow-up discussion after they have a chance to reflect on what they have heard in the presentations.
- Please have the one-pagers about the presentations on the website.

Thoughts about powerful and common themes:

- Navigation 101 made good impressions on committee members because -
 - One-on-one attention is given to students
 - Counseling component
 - Caring approach
 - Program is impactful and proactive
 - Students are accountable to their parents
 - Students can be self-advocates
 - The system is not imposing
 - The program assesses student strengths and weaknesses.
- Pockets of success are not being systematized.
- Students access to programs are contingent on where a student lives.
- Committee members like the inclusion of apprenticeship opportunities.
- There are similarities in readiness requirements for college and apprenticeships.
- It is powerful to help kids understand where their own gaps are.
- We need to look at root problems; identify systemic problems and design solutions here. There is a growing number of unserved and remedial students.
- Methods of informing students of options and readiness requirements are not effective.
- Common program components are: communication, advising, information, inter-disciplinary and multi-sector collaboration and student empowerment.

Transition programs and issues we should not forget:

- We should not forget the transitions for special education students.
- We must also focus on early learning programs and transitions. Early assessment is really important, figure out how to cut through the bureaucracy, provide early intervention and do this in a collaborative way.

- Tech-prep, dropout prevention and real-life economics programs should not be forgotten.

Policy consideration thoughts:

- Frame student assistance and information as, "What did you accomplish?" rather than, "What are you ready for?"
- How can we move from doing pilots and move forward, scale-up for all.
- How can we deal with the disconnection in timing? That is, when students take a class and when they need to take a class for readiness purposes.
- Focus on collaboration.
- Examine the differing costs of programs and relate to the Full-Time Equivalent (FTE) funds generated for students.
- Commit to rigor within the academic environment.
- Include providers and interest groups in fashioning solutions. Examples: teachers, unions, tribes, etc.
- Where does the state want to end-up? With a vision we could plan how to get there.

The theme of transitions will be continued at the October 19 meeting of these advisory committees. The Early Learning Council will be joining in the conversation and transition models will be expanded to include those in early learning.